

Features Rubric

The writing features rubric will be used to assess both the on-demand tasks and content-specific writing assignments. The writing features rubric has been back-mapped to the NC Graduation Project.

Points	Descriptions
4	<ul style="list-style-type: none"> • Topic/subject is clear, though it may or may not be explicitly stated • Demonstrates focus on topic/subject throughout the response • Organizational structure creates relationships between and among ideas and/or events • Develops a logical progression of ideas and/or events and is unified and complete • Support and elaboration examines and explains the topic/subject • Employs specific, developed details • Exhibits skillful use of vocabulary that is precise and purposeful • Demonstrates skillful use of sentence fluency
3	<ul style="list-style-type: none"> • Topic/subject is generally clear, though it may or may not be explicitly stated • May demonstrate minor lapses in focus on topic/subject • Organizational structure creates relationships between and among ideas and/or events, although minor lapses may be present • Develops a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present • Support and elaboration may have minor weaknesses in examining and explaining the topic/subject • Employs some specific details • Exhibits reasonable use of vocabulary that is precise and purposeful • Demonstrates reasonable use of sentence fluency
2	<ul style="list-style-type: none"> • Topic/subject may be vague • May lose or may demonstrate lapses in focus on topic/subject • Organizational structure creates little relationship between and among ideas and/or events • May have major lapses in the logical progression of ideas and/or events and is minimally complete • Support and elaboration may have major weaknesses in examining and explaining the topic/subject • Employs general and/or undeveloped details, which may be presented in a list-like fashion • Exhibits minimal use of vocabulary that is precise and purposeful • Demonstrates minimal use of sentence fluency
1	<ul style="list-style-type: none"> • Topic/subject is unclear or confusing • May fail to demonstrate focus on topic/subject • Organizational structure may not establish connection between and among ideas and/or events • May consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing • Support and elaboration attempts to examine and explain the topic/subject but may be unrelated or confusing • Employs sparse details • Lacks use of vocabulary that is precise and purposeful • May not demonstrate sentence fluency
NS	<ul style="list-style-type: none"> • This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompts, and responses that are off-topic or incoherent.
Note	<ul style="list-style-type: none"> • Those scoring content-specific tasks for Second Language courses should note that a student response may be composed in the foreign language that is being taught and score them accordingly.